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ABSTRACT

A strike by teachers in the David Douglas School District of suburban Portland, Oregon, in 1978 lasted only a week and was unsuccessful in obtaining contract concessions. This document describes how the district's administration, board, building principals, and public relations specialist cooperated as a team to limit the strike's effects. Key factors in the management team's strategy were careful planning in advance; thorough communication with the news media, parents and other community groups, and both striking and nonstriking staffers; and the maintenance of orderly operation of buildings and programs through effective utilization of temporary replacement personnel. The document provides basic checklists to use in identifying strike management team members and their roles, groups that will be affected by the strike, and critical information that must be communicated to various audiences. A timeline of the David Douglas team's handling of their strike is provided to suggest the kind of pattern of events that must be anticipated in adequate strike management planning. (PGD)

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STRIKE PLANNING: A MANAGEMENT TEAM APPROACH

PANEL PRESENTATION

Jeanne Magmer, Community & Information Services

David Douglas School District No. 40

2900 S.E. 122nd Avenue

Portland, Oregon 97236

9 a.m. Monday, April 25, 1983

National School Boards Association

1983 Convention and Exposition

EA 017 271

STRIKE PLANNING: A MANAGEMENT TEAM APPROACH

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STRIKE PLANNING: A MANAGEMENT TEAM APPROACH

INTRODUCTION

Since passage of Oregon's collective bargaining law in 1972, the threat of teachers strikes in Oregon has become common. Seven districts--Scappoose, Roseburg, Baker, Redmond, David Douglas, Hood River and Gresham--have had teachers strikes. Future strikes are certain.

The issues that cause teachers to strike are money, job security, specific procedures for handling reduction in force, and issues related to working conditions (e.g., grievance definitions and procedures.)

The problem is not Oregon's alone. Teachers strikes are common nationwide. The impetus comes from the National Education Association, through the state chapter, to the local unit. Whether it's Pennyslvania or Washington, Michigan or Oregon, the issues are the same and the strike plans are similar. For school boards and management to persevere, they too must develop uniform plans of strike action.

In her panel presentation, Jeanne Magmer, Community and Information Services Coordinator, David Douglas School District No. 40, East Suburban Portland, Oregon, describes how that school district's administration, board, school principals and public relations specialist cooperated as a team for successful management of a teachers strike in October, 1978. Magmer also will help you identify key elements of the strike plan which participants can apply to their district's needs.

The problem school districts face during strikes are horrendous. As Magmer puts it, "A strike by public employees is unpopular. It affects people and the services people expect as part of their daily lives. A strike by teachers is perhaps the least popular strike of all. It affects kids."

THE MANAGEMENT TEAM APPROACH: A TEST CASE

David Douglas School District Strike October 3-8, 1978

Successful management of the teachers strike in David Douglas School District, East Suburban Portland, Oregon, in October, 1978, in retrospect, was due to three factors:

1. The ability of the district administration to find and hire replacement teachers to keep the schools open.

2. The ability of district administrators to maintain the orderly operation of the school buildings and program.

3. The ability of the public relations specialist to keep the media and the community, especially parents, accurately informed on strike events as they occurred.

If I were to add a fourth ingredient, it would be the ability of these three--district administrators, school principals and public relations specialist--to work together as a strike management team. This skill gave the school board the support it needed to stand firm and reach an agreement with teachers which preserved board and management rights.

Finally, planning and hard work were essential for success in all areas.

The Strike

David Douglas School District administrators knew as early as April, 1978, that the district was an Oregon Education Association target district for an early fall teachers strike.(1) The district predicted the date would be set for a week to 10 days after teachers received their first pay checks at the end of September. Teachers walked out Tuesday, October 3.(2) The strike ended early Sunday morning, October 8.

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(1) The number of teachers at the upper end of the salary schedule and declining enrollment made David Douglas an ideal district to push for seniority as the norm in retaining teachers should a reduction in force be necessary.

(2) Their timing, however, backfired in terms of community support for their position. The teacher's strike vote came immediately after the fall school levy election for funds needed to operate schools for 1978-79. Teachers coordinated pre-strike activities with a door-to-door effort to get the vote out in support of the district budget. Their effort, combined with the district's campaign, resulted in one of the largest voter turnouts and the largest "yes" majority in district history. The victory September 19 was followed September 20 by the strike vote.

Before the teachers walked out every detail of continued school operation had been planned for. With help from the Oregon School Boards Association representatives and their knowledge of what had occurred in other school districts, the superintendent completed the district's strike plan and made administrative assignments during August. Assignments were made for security and transportation; certification and hiring of replacement staff; operation of the elementary programs; operation of the secondary programs; and communication. Representatives for each of these areas served as the superintendent's strike committee.

Key representatives were identified as district spokespersons. The superintendent was identified as the spokesperson for the operation of schools. The assistant superintendent assigned to negotiations was the spokesperson for negotiations. The school board chairman responded to questions concerning action taken by the board related to negotiations. The public relations specialist served as general contact person for the media and community.

The primary objective of the district's strike plan was to operate as much as possible in a "business as usual" manner. It was felt that by being as businesslike as possible in dealing with all aspects of the strike, there would be fewer scars and all involved would be able to resume the business of educating kids as soon as settlement was reached.

As soon as the teachers organization announced the date of the strike vote, a timeline was established, marking times and dates for completion of tasks and for all key communications.

Communications prior to and during the strike fell into four basic areas. Communications with:

1. The news media
2. Parents and other key community groups affected by the strike
3. Staff who worked during the strike
4. Staff who were part of the strike

Communication With The News Media

The David Douglas School District has an open door policy in dealing with representatives of the news media. Information about negotiations had been furnished the press since the process began in December, 1977. The only change in policy during the strike was to be even more open and available to media representatives.

A communications center was established at the district office for the duration of the emergency. Five unlisted phones were installed. Three of these were used by the schools (who also had unlisted private lines installed) to phone in reports of attendance, picket activity, vandalism and calls for assistance. Two phones were reserved for the press. Media representatives were given the number for the phone which was covered from 6 a.m. to 6 p.m. and continually during negotiations sessions. The fifth line and a typewriter was provided for their use in meeting their deadlines. Daily reports and releases were available in the center and the coffee pot was kept full.

During the seven years I have worked for the David Douglas School District I have tried to make the rounds of the Portland media. It's an almost impossible task. But, in less than two weeks, I was on a first name basis with reporters and disc jockeys on every shift from every paper, channel and station. I learned quickly that if I wasn't up calling them by 5:30 a.m., they were calling me. And, the TV stations wanted the latest news for the 11 p.m. news too.

Getting to them first with the best and the worst was absolutely essential. Being on the spot with them on picket lines, when students left school buildings, at negotiations sessions was also essential.

Compiling attendance figures for students and staff for mid-morning deadlines with reports of picketing and vandalism were expected and needed. Putting them in immediate touch with a school principal, the superintendent, the business manager, a replacement teacher, a teacher who crossed the picket lines or a student was just part of an hour's work.(3)

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(3) *Examples of cooperation with the media during the strike nullified striking teachers complaints about district operations.*

a. Before the strike, when media representatives wanted to cover check-out procedures for striking teachers, there was a principal willing to let them cover everything from teachers turning in lesson plans to his checking rooms and locking the doors.

b. On the first day of the strike reporters were permitted to sit in on and report inservice sessions with replacement teachers.

c. When students returned to their classrooms the second day of the strike and the focus was on the high school, every effort was made to cooperate with reporters. Replacement teachers were found who agreed to have their classrooms photographed. The principal, the student body president and several parents who visited the school to "see what was happening" made themselves available for interviews.

The ability of the public relations specialist to provide the media with the information and interviews they needed when they needed them resulted in fair coverage of strike events. The impression the media created of the administration and the board was that they were on top of the situation and operating in a businesslike fashion as well as being anxious and willing to reach a reasonable settlement with the teachers.

Communication with Parents and Other Key Community Groups Affected by the Strike

During the three strike days students were in school, attendance was at 90 per cent the first day and 87 per cent the second and third days. Attendance during the first week of October is normally about 92 per cent.

Near normal attendance and a general lack of support for teachers as they attempted to gain community support for their position through mass picketing and petition drives, indicated the Board had considerable support for their position.

The key then to continued community support was to be sure parents were well informed about strike issues and strike related events at the same time the district kept schools running in an orderly fashion.

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(3) continued

(d) at 10 a.m. the second day of the strike some 300 students left the high school in a demonstration in support of the teachers. Newspaper, TV and radio reporters were on hand as the principal addressed the students, informing them that their absences would be dealt with in accordance with the school's attendance policy, that attendance would be checked at the beginning of the next period and that their parents would be called if they were absent. Approximately half the group returned to the building. The others carried the demonstration to the district office a mile away where reporters were again present to record the superintendent's "matter of fact" discussion with students about the strike and negotiations.

3. During the strike the public relations specialist provided on site telephone communication with media representatives who were not there to cover the event or background information for reporters covering the event as well as careful attendance reports from the high school following the demonstration and from all buildings by 10 a.m. each morning.

This open policy combined with accurate information nullified striking teacher reports of chaos in the schools.

Parents received three letters, mailed first class. The first letter, mailed the day after the strike notice was received, notified parents of the teachers intention to strike and the procedure the district would follow in the event of a strike. The second letter, mailed the Friday before the Tuesday strike date, told parents there would be no school for students October 3 if negotiations scheduled October 2 failed to bring agreement. Parents were also told to listen to their radios starting at 6 a.m. for no school announcements. The third letter, which should have been mailed the second day of the strike, was mailed the third day.(4) It told parents how schools were operating and what the Board's last offer to teachers had been.

Written communication, however, would not have been enough. The day the Board received the notice of the teachers' intention to strike, the chairman called an emergency meeting to pass pre-prepared emergency resolutions related to strike procedure, suspended the Board's regular calendar and put the Board in continuous session.

Representatives of the district's advisory committees, PTA Boards and key community leaders were invited to that meeting by telephone to discuss the Board's offer, the negotiations process and the impending strike.

Following this meeting, the superintendent and assistant superintendent assigned to negotiations met with parent groups from each school attendance area to discuss these same issues.

When the district received the association's demand to go to binding arbitration following an all-night session the Wednesday before the strike date, the Board called a Friday noon meeting. The meeting was announced in the morning paper and by radio. In addition, key community leaders were notified and told about the agenda. The meeting attracted some 50 area residents who applauded the Board's decision not to go to binding arbitration.

Both the superintendent and assistant superintendents kept themselves available to respond to phone calls and meet with citizens who came to the Central Office seeking information. In addition, all press releases and responses to rumors were given to the switchboard operator and key secretaries so that patron calls would not go unanswered.

Principals kept their communities informed through their newsletters and other special messages home.

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(4) *The one day delay in sending a school operation report and information about the Board's offer gave the teachers association time to get their version of school operation and strike issues to the community first.*

Aside from media reports of strike events, no attempt was made by the district to inform the entire community of strike issues. Had the strike continued, serious consideration was being given to running a newspaper ad with the Board's last offer. There was, however, a real danger in using this type of communication in a community where more than 50 per cent of the population has no connection with school, where enrollment is declining and school budgets are hard to pass. An ad or other mass communication would have inflamed community groups not directly involved in the strike who might later use the issue to vote against increased school support.

Communication with Staff Who Worked During the Strike

Classified (non-teaching) staff members received instructions describing their responsibilities during the strike and quoting the portion of their contract which prohibited them from honoring the teachers strike. In addition, administrators met with classified staff in each of their buildings or departments to talk about strike procedure and each employee's role in the strike situation. The superintendent held a special meeting with bus drivers and daily briefing sessions with central office personnel.

Classified advertisements were run in Portland's daily papers and in the nearby Vancouver, Washington, paper to recruit replacement teachers. A major attraction for teaching during the strike was the rate of pay, $86.30 per day, the average salary offered by the Board to striking teachers.

Once the replacements were hired, building principals contacted them to give them their assignments and details for getting to school. Each principal made at least two telephone contacts with members of his replacement staff prior to October 3.

The 84 members (20 per cent) of the teaching staff who crossed picket lines, replacement teachers and all members of the classified staff received letters of appreciation from the superintendent following the strike. Replacement teachers also received phone calls or letters of appreciation from the building principals with their assurances that replacement teachers would receive first consideration for future substitute assignments. A special workshop dinner was held for the administrators.

Communication with Staff Who Were Part of the Strike

Staff who participated in the strike received detailed instructions telling them what would be expected of them prior to leaving school, explaining the check-out procedure and the law relating to picketing. Once they were out on

strike they were mailed copies of the Board's last offer which their negotiators had turned down. Following the strike they received copies of the no-reprisal agreement and instructions for how they were to handle attendance and work done by students during the strike.(5)

Conclusions

We survived the strike at David Douglas. The administration and Board did well because they were ready and because a comprehensive public relations program is part of the district's daily life.

Meetings with employees and parents are not new. We've been doing it on a regular basis for the past three years.

An open door policy with the press and a practice of answering their questions honestly, inviting them to cover all types of school events and admitting them to Board meetings including all executive sessions not directly related to negotiations, is a continuing practice of the district.

In addition, the school board is a visable board. Members are always showing up in schools and faculty rooms to visit. They attend spaghetti dinners, concerts, sports events and most other school activities. In fact it is not uncommon to find a board member visiting with a bowling team or a square dance group at the local pizza parlor.

School Board meetings are also scheduled regularly in the schools to keep the board in touch with local areas.

These kinds of attitudes supported by the management team's efforts made successful strike management possible. It also kept the situation from deteriorating into personal attacks on board members or on striking teachers. The board's credibility remained high. Community support for the board's position was strong.

As a result the board was able to stand firm on its final offer. The final settlement did not grant teachers any additional salaries and fringe benefits or their strike demand for seniority as the sole criterion for lay-off should a reduction in force be necessary.

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(5) *This last item is one that should be in the teacher's mailboxes the day they return. A delay in getting this information has caused several problems for building administrators.*

THE TEAM MEMBERS

The first step in developing a strike plan for your district is to determine who the members of the management team will be. A general outline of responsibilities for each management group should be developed simultaneously.

The Superintendent's Strike Council will be chosen from the larger management group. Each representative on the council will have the specific responsibility of implementing the strike plan in his/her assigned area.

1. Members of the team are:

2. Members of the Superintendent's Strike Council are:

3. Assignment of management responsibilities:

STRIKE PLANNING: A MANAGEMENT TEAM APPROACH

THE ROLES OF THE SPOKESMEN

The Superintendent, School Board Chairman, Negotiator, and Public Relations Officer should be the key spokespeople before, during and after the strike. Each play a specific role which must be clearly defined.

The Superintendent

School Board Chairman

Negotiator

Public Relations Officer

Principals and other members of the management team

STRIKE PLANNING: A MANAGEMENT TEAM APPROACH

GROUPS AFFECTED BY A STRIKE

The second phase of strike planning is to determine what groups will be affected by the strike, how they will be affected and what they will need to know before the strike, during the strike and after the strike.

Groups affected by the strike are:

How they will be affected:

What they will need to know

Before

During

After the Strike

STRIKE COMMUNICATION

Communications during a strike fall into four basic areas. They are: Communications with the news media; parents and other key community groups affected by the strike; staff who work during the strike; and staff who strike. A separate plan of communication is needed for each group. Each planned communication must be part of the master strike plan and plugged into the strike time line.

Communication with the news media:

Communication with parents and other key community groups

Communication with staff working during strike

Communication with striking staff

DEVELOPING A TIMELINE

Once you know what to do and who is going to do it, the critical decisions will be when must each task be done in order to maintain the strongest possible position in a strike situation.

The following timeline was developed and used in the David Douglas Strike, October 3-8, 1978. Six months of planning preceeded implementation of the plan. However, the most intensive preparations occured during the month prior to the strike date.

If a district anticipates a fall strike, more can be done during the summer months than occured in David Douglas to make the final weeks and days before the strike less hectic. Development of mailing lists, ordering of mailing labels, preparation of letters, updating of media lists can all be handled well in advance of the strike date.

The David Douglas timeline was developed as we proceeded. It is reproduced here as a guideline for helping you develop a general timeline for strike management. This general timeline can then be filled in with more detail to meet the needs of your district.

Although strike planning follows a pattern on both sides, the emphasis varies from district to district. What worked in David Douglas may not work in your district. It is important to know the basics of strike planning and then apply them to your district with the variations that will make the plan work for you.

STRIKE TIME-LINE

1978

March — Rumor - DD part of Strike Group (Corvallis, Albany, Scappoose, Newberg, Gresham, Tigard and DD)

April 28 — Strike Committee Meeting called for May 15

May 15 — Strike Plan Committee met w/Dave Dixon

July 10 — Factfinders report rejected by teachers

July 18 — Factfinders report rejected by Board (accepted all but 4 items)

August 7 - 11 — HFH put Strike Book together

11 — Negotiations

15 — Negotiations

21 — Negotiations

23 — "At the Table" sent to teachers - but w/o latest Board offer

24 — Strike Committee reviewed Strike Plan Book

25 — Tony & Wayne sent letter to each teacher explaining Board offer & Salary Schedule (DDEA later filed unfair labor practice)

September 4 — Monday - LABOR DAY

5 — Tuesday

6 — Wednesday - Tony & Dave to Salem - check certifications

7 — Thursday - Plans made for special telephones (private lines to schools - COBRA room as Center)

8 — Friday - Met w/PNWB to give order for phone installation

9 — Saturday - All Day Session - BOARD WORKSHOP - reviewed Strike Plan

10 — Sunday

11 — Monday - BOARD MEETING - Chalmers, Johnson, Klick appealed directly to Board (Board filed unfair labor practice)

12 — Tuesday

13 — Wednesday

14 — Thursday - Tony, Ray, Alice & Al - to Albany - to check bldg. plans (Tom Holman)

15 — Friday

16 — Saturday - DDEA leaflets Support Budget
DDEA (Robertson) put unfair labor practice story in Oregonian

17 — Sunday

18 — Monday - Date set for each Bldg. Principal to have his own Bldg. Plan ready
- 3:30 ADMIN - Re: Strike Plan

19 — Tuesday - BUDGET ELECTION - Passed
- ADMIN 10:30 - Re: Strike Plan
- Dave sent letter to all subs & applicants "Will you work in event of a strike?" - included reply form and return envelope

20 — Wednesday - Strike Vote taken by DDEA
- ADMIN 4:00 re: negotiations + strike preparation.

September 21 — Thursday - Notice of Intent to Strike Oct. 3 received
- ADMIN at 4:00 - Decision made to HIRE REPL. and PAY ONE DAY $86.30 - (average salary per day of teacher offer.)
- BOARD met to - DECLARE EMERGENCY (this suspends regular Board calendar)
  - adopted Emergency Resolutions
  - go into continuous session
  - Positive Parents Present (Stan George was roasted)
- telephone order activated
- letters mailed to vendors
- notice from Jeanne to all News Media

22 — Friday - ads in Oregonian, Oregon Journal & Columbian for teachers ($86.30 per day) ran 22 - 27 Sept.
- letter to Students & Parents sent home (sent w/Elem. - mailed to Secondary)
- letter to Teachers from Board - delivered by Principals to each teacher
- letter from Board - sent to all classified
- Jerry Martin here - began to work with Dave & Jeanne

23 — Saturday - DDEA - leafelets in community - "Are You Wondering About a Strike in DD?"
- CO open all week-end - recruiting staff - Notary Public present - Dave prepares MEMO regarding Certification of Replacements

24 — Sunday - CO open
- 2:00 ADMIN at CO - Jerry Martin introduced to Admin (from OSBA)
- Martin made tentative reservations for block of rooms at RAMADA, SHILO, and FORTE-NIGHTER MOTELS
- 7:00 all Admin. & Spouse at Matterhorn (Black Forest Cake) - Jerry Martin "What to Expect"

25 — Monday - Be alert that OEA will ask for Teacher Lists (Don't GIVE THEM) see ORS 192.500 2 (b)
- OEA will also go to TSPC for these lists
- PTA's state neutrality re: Strike
- Regular scheduled Board Meeting not held due to emergency situation (GOOD DEAL) (to have held it would have been cause for "town-hall riot" situation!)
- HFH & Tony met with Parent groups at ALL schools during this week to explain Board offer (A KEY ACTION) (GOOD DEAL) (OEA Strike Plan did not count on this!)
- Production Room opened at 6:00 a.m. daily for use by Bldg. Admin. - but not many used it!
- STAFFING complete except for Special or difficult classes
- ADMIN 4:00 to review preparations.

26 — Tuesday - ADMIN 4:00 - review preparations

27 — Wednesday - 4:00 ADMIN
- Decision made to run on "A" plan w/activities & games
- COBRA room set up as Communication Center w/phones installed. Doris Hawkey in charge (use IMC staff for help)
- Daily Communication with News Media begins
- 50 Parents picket CO at start of Negotiations Session
- 7:30 Mediation - until about 2:30 a.m. Thursday No Agreement

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September 28 — Thursday - (Mediation from 7:30 Wednesday, last night to 2:30 a.m. Today ~~Thursday~~)
No Agreement

- DDEA requested Binding Arbitration
(delivered by Steve Straughan of OEA)
- Vern met w/Lt. Barnhill re: Sheriff's Deputies
- 4:00 ADMIN

29 — Friday - Robertson came to Barger's class - thrown out by Utz
- Letter to Parents explaining Oct 2 - 3 schedule
(advised to listen to Radio at 6:00 a.m. for news)
- OEA & DDEA give notice to all staff - instructions regarding check-out for last day.
- NOON - Board met to consider request for BINDING ARBITRATION (Supportive Parents here)
- Ken Brown set Mediation Session for Monday, Oct. 2.
(If set for Sunday - we might have avoided Strike)
- ADMIN at 4:00 - Report of Board action
- Prepare Repl. Teachers, etc. -
phone them individually where & how to report
- agreed to meet Sunday at 3:30

30 — Saturday - DDEA leaflets "Get the Facts"
- CO open all week-end - Dave & principals work on Replacement Teachers

October 1 — Sunday - ADMIN meet at FLMS at 3:30 p.m. Last Minute Preparations
Reviewed all Admin responsibilities (Pink brochure from Strike Manual)
- Board Meeting at Sizzler at 6:30 - Jerry Martin talked

NEXT TIME: Written notice to Replacement Teachers re: lodging and reimbursement of transportation

2 — Monday - COBRA room used as Communication Center
- Plans ready to hold in-service workshop for Replacement Staff, either in Bldgs. or at ESD if Strike called off
- HFH met w/John Brown to clarify position taken by classified employees. (NO disagreement)
- OEA staffers arrive to work in DO full-time
- Radio Network furnished messages for use Tues. a.m.
- SWAT on duty at 4:00 p.m. Custodians on 24 hr. basis
- Teaching Staff CHECKED OUT - kids home 1 hour early
(Letters and notes from DDEA to replacement teachers/ reg. teachers who crossed picket lines found)
- Bus Riding Supervisor - Cec, Joe, Ron, Omer, Joe C, Wayne, & Walt (Wayne Foreman)
- Telegram to Tony from OEA signed "Concerned Citizens"
- MEDIATION - started at 7:30 p.m. - lasted until 5:40 a.m. Tuesday
- ADMIN - 5:30

NEXT TIME: Hire a professional camera man to cover the Hot Spots
- Would identify people - a record

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October 3 STRIKE Tuesday - Mediation lasted until 5:40 a.m.
- Teachers Strike - Repl. 295
  Reg. 80
- Notice to Radio & TV at 5:45 a.m. -
  Schools Close - Replacement Teachers IN
- ADMIN STAFF Reports at 6:00 a.m.
- Pickets went to ESD
- NO HELP FROM SHERIFF DEPUTIES! - (Good work by SWAT)
- Certificates, etc. to Salem (2 trips made)
- Workshop Day for Replacement Teachers
- Special Job description to teachers who crossed picket line
- Jim Douglas present to observe action by classified employees (all is well)

NOTE: The picket hassling of classified employees turned the classified people solidly in opposition to Strikers!

NOTE: Get Community Leaders to observe action by pickets! (Don Larson observed action at CO)

- ADMIN meet CO at 4:30 - Bldg. Reports -
  Replacement Teacher lists turned into Communication Center

4 Wednesday - ADMIN 6:00 a.m.
- Much hassle by pickets at parking area (SWAT great) (Sheriff - Zilch!)

NOTE: Parent Volunteers in Bldgs.tends to temper action by Pickets, etc.

- Letter to Teachers mailed (also to CAC, PTA, Budget Co. etc.) (Contained Board's pre-strike offer as of Monday nite, Oct. 2)
- Vern, HFH, Martin - met w/Sheriff Martin, Brand & Barnhill to work out problems. (after this meeting - more cars in evidence, but little, if any, action by officers)
- First Day with Kids - 90% attendance
  10:00 a.m. walkout by 200+ H.S. (Sr. Bldg) students who came to CO -(HFH talked to those who came in) (then a few were transported to other schools by parents (Mrs. Paul & Mrs. Millspaugh)
  Attendance checked/parents called
- ADMIN at 4:30 - Bldg. Reports/Replacement Teacher lists

October 5 Thursday - ADMIN at 6:00 a.m. Repl. 272
Reg. 81
Att. 87%

- 70 students (20 GMS, rest H.S.) leave buildings at 10:00 a.m. to come to CO
  GMS parents called/calling continues at H.S.
  HFH talked to students on steps of CO
- Hassle of buses - Jim "GFYS"
- DDEA Community leaflets - "You Decide"
- 24 hour duty by custodians discontinued
- ADMIN 4:30 - Bldg. Reports - Replacement Teacher lists

6 Friday - ADMIN at 6:00 a.m. Repl. 275
Reg. 84
Att. 87%

- 10:00 a.m. student demonstration fails to materialize
- Letter to Parents - mailed to all. Contains Board's offer - signed by Reese & HFH.

  NEXT TIME: Mail this as soon as Strike is called. Should have been out on Wednesday.
- Principals - call Key People to explain
- Football w/Parkrose - Manned by Dad's Club DD 41 P 13 Teachers passed out leaflets - no hassle at game
- ADMIN - 4:00 - Bldg. Reports, etc.

7 Saturday - DDEA leaflets "Why is School Board Bluffing" and Binding Arbitration petitions
- DDEA demonstration attracts 3 pickets
- MEDIATION - 4:00 open until 6:30 a.m. Sunday

8 Sunday - MEDIATION until 6:30
- Agreement reached at about 6:30 a.m. - WE WHIPPED THEM!
- They did not get a single thing!
  OEA asked for GAG Rule - don't claim victory.
- Breakfast meeting w/Board team.

9 Monday - Bulletin needed to all teachers on first day saying GRADES WILL COUNT!
- also SOP for attendance of students (how to deal w/those who skipped)
- Edwards tears up grade sheet
  (check on Klabo, Bjorge, Pazler & Martini and Margaret Neal and Greg Merrill)
- 10:00 a.m. ADMIN MEETING - Contract terms. "Business as usual"
- Replacement teachers PAID
- Teachers ratify - 276 - 19 - contract
  Board approves 6 - 0 (Smith absent)

10 Tuesday - 6:30 - 7:30 Special Workshop for ADMIN & BOARD TGIO (70 people)
- Vern reports nails in tires & slashed tires (see Xerox) (see Vern's report)

11 Wednesday - HFH - letter to classified staff (Thanks)

12 Thursday - Letters sent to all Regular Staff Teachers who worked (Thanks from HFH)

13 Friday -

14 - 15 Saturday -Sunday

16 Monday - Letters sent to all Replacement Teachers (Thanks from HFH)

TOPIC: STRIKE PLANNING: A MANAGEMENT TEAM APPROACH
Strike Communication Checklist

FROM: Jeanne Magmer, Coordinator, Community and Information Services
David Douglas School District, Portland, Oregon

As soon as the collective bargaining process begins, the possibility of a strike becomes a reality. Districts who, through careful planning, are prepared for this event, find they can weather the storm and put their districts back together more easily.

Communication during negotiations, prior to, during and after a strike is the key element which makes the difference. Here is a checklist to help you prepare a strike communication plan of action.

Before a Strike

____ Have a well-defined strike communication plan with channels of responsibility clearly stated and approved.

____ Designate a district spokesperson. The spokesperson should be included in all strategy meetings and negotiating sessions. The spokesperson should also work closely with the negotiator on the information to be released.

____ Provide school board members and administrators with instruction and assistance in handling questions from the public and the press. Every effort should be made to avoid having individual board members, members of negotiating team or administrators issue statements on their own or in the heat of debate. Get the facts, analyze the situation, time your response.

____ Consider the public's point of view. Understand your community's needs. Be positive and candid in your communications. Determine key publics and what should be communicated to them, how and when. Establish feedback methods for all publics.

____ Pay attention to details. Make sure mailing lists are up to date, mailing labels are ordered and secretarial staff is assigned to do mailings as scheduled.

____ Prepare and personally deliver "fact sheets" to all media in advance of anticipated strike notice. The fact sheet should give a brief summary of what has occurred to date, a list of the key issues, the names and day and night phone numbers of district spokesperson and superintendent.

____ As part of your strike plan establish an information gathering network and a central collection point (crisis center) near but not in the superintendent's office. Have adequate and private telephone capability available. Arrange for this well in advance. It takes most phone companies up to 30 days to process an order.

____ Remember, a well-established reputation for dealing honestly and fairly with the media pays the biggest dividends in a crisis. The media depend on the sources they know best and who are most readily available.

During a Strike

____ Gather facts, prepare materials and TAKE the initiative with media representatives. Get there FIRST with the best and the worst. Your position will always be stronger if the union has to respond to what you've said.

____ Maintain a 24-hour media contact schedule.

____ Make sure communications to parents and publics take place as scheduled in your communication plan. A delayed mailing will make the difference in whether you are operating from a strong offensive position or a weakened defensive position with your publics.

____ Don't take a definite position on an issue until facts are all collected. Be willing to admit you don't have all the answers but are committed to work for the solutions. Open and accurate communications to the public effects instant verification and squelches rumors.

____ Hold daily debriefing sessions with all members of management team including key classified personnel and board members who can attend.

____ Remind team members and yourself that you don't have to answer seemingly emotional charges with no basis in fact. If you have been open with the press and the public, there should be no need to be concerned about such charges.

____ Any released statements (for newspapers, radio, or television) should be written and then carefully read in an interview. An impromptu, ad lib, comment to a newsman can be most embarrassing.

____ Avoid getting emotionally involved in the strike, contain yourself to the facts and policy.

After the Strike

____ SMILE A LOT and work to get back to business as usual as quickly as possible.

____ Make sure returning personnel are notified in writing exactly what is expected of them as they resume their duties.

____ Extend thanks to news representatives for their cooperation during the crisis (however, don't publicly rap media people whom you felt were unfair).

____ Evaluate your crises communication plan with staff, board, and news representatives and make needed changes.

STRIKE PLANNING: A MANAGEMENT TEAM APPROACH

DEVELOPING YOUR OWN TIMELINE